



## In Students In The Process Of Literacy Teaching Formation Of Spell Literacy

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### ABSTRACT

In this article, literacy classes introduce students to sound and letters, teach them to read, as well as prepare the ground for literacy, spelling knowledge to improve students' speech, vocabulary at the expense of new words. It is emphasized that enrichment, the use of words in different grammatical forms, their formation at the same time as working on their pronunciation.

### ARTICLE INFO

*Article history:*

Received 15 Feb 2021

Received in revised form 17 March 2021

Accepted 28 March 2021

*Keywords:* sound, letter, vowel, consonant sound, spelling knowledge, literacy, grammar, phonetics, propaedeutics, word, syllable, text, textbook, poet, scholar, lesson, education, education, knowledge, skills, qualifications.

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### Introduction

Propaedeutic (practical) knowledge of grammar and phonetics in the process of working with the "alphabet" allows students to develop correct writing skills. These courses mainly provide the following practical knowledge:

- speech, oral and written speech;
- the sentence should be written in capital letters and put the necessary punctuation marks at the end;
- the concept of the word;
- syllable, division of a word into syllables;
- sound and letter;
- practically masters vowels and consonants, as well as spelling rules.

The words in the textbook "Alphabet" required an oral explanation of the basic rules of Uzbek orthography, "Spelling of certain letters", "Rules of copying", "Spelling of capital letters". This puts a lot of responsibility on the student. The primary school teacher must first be familiar with the rules of Uzbek spelling, secondly, determine which of their own spellings in the alphabet requires a special explanation, and thirdly, how to work on them. It is necessary to rely on their own work experience, that is, to take into account which words in children's spelling mistakes in writing, native language lessons. It is known that in this period, children are introduced to sounds, letters, syllables. Teaching is taught to write words, sentences, but to draw the reader's attention to the spelling of words, to cultivate a conscious attitude to writing. So, the task of the teacher is to teach to read words, to explain their meaning, on this basis, not only in the development of speech, but also in the attention of students to observe the written form of words, to see and hear their writing, to master them through the sense of hand movement.

### Materials And Methods

Students learn to write the words they read in the book "Alphabet" in a writing lesson. This connection also requires some work on the spelling of the word taught in literacy classes. During this period mainly: a) phonetic: child, stork, train, saw, nail, Botir, with, time, class, b) morphological: caught, showed, in Tashkent, Ali, garden; c) semantic. You have to work on spellings like poetry.

Literacy teaching begins with a simple and clear explanation of the importance of written speech, which is one of the primary topics of literacy teaching. In this lesson, it is a good idea for the teacher to begin the explanation of the written speech by comparing the written work of the students he or she previously taught and the students in the current class, and asking the students themselves which one they liked. After which the writings of celebrities are shown and their place in society is explained, then it is explained that one of the most important tasks of the students is to express their or others' opinions correctly and beautifully in writing. This is how students develop a sense of sensitivity to language events.

In order to prepare the ground for literacy and the formation of spelling sensitivity, it is necessary to use the types of lexical-orthographic, morphological-orthographic exercises, the organization of syllable-sound, sound-letter analysis in the analytical-synthetic method. It is necessary to distinguish between words with such work on spelling, the minimum of the dictionary and the maximum of the dictionary. Words that must be mastered during the literacy period are included in the dictionary minimum. They do not require special spelling-oriented work. Because there is no difference between what they say and what they write. Because of this, we found it necessary to allocate such words as a minimum for this class. As a dictionary maximum, the structure of the separated words is observed. They are not required to be written correctly by students during this period, but are taught the correct form. Mistakes and errors in students' pronunciation of words lead to various spelling errors. Students' pronunciation has the following shortcomings:

1. Pronouncing sounds alternately: turpentine, turnip, rain;
2. Understanding and pronunciation of sounds: frien(d), hig(h), dee(r), lam(b), ca(r), augus(t), train.

3. Pronouncing one sound by replacing it with another: terag, teray, qovog', jomrag, rubop, qurvaqa, Maxsud..., question, sparrow, valasaped, Uchqin, Komol... .

4. Pronunciation: Nayim, Noyila biri One of the main conditions for teaching correct pronunciation is the teacher's literary orthographic pronunciation pattern. Following the teacher's example, further work is done in a variety of ways. For example:

- a) The whole class is taught with contempt. The teacher observes the movement of each student's speech organs. Students who make a mistake in pronunciation are told again.
- b) The student who pronounces correctly first and then incorrectly is told.
- c) The student who utters the direct error is told and compared to the teacher's pronunciation, in any case the students observe and imitate the state of the speech organs of the teacher, their peers necessary.

It is known that the difference between the pronunciation and spelling of some words leads to spelling errors. There are many such words, which are found in both vowels and consonants. Comparing the written form with the pronunciation of such words to the readers, expressing the difference, and determining where this difference is in the word is a means of cultivating sensitivity. Green rectangles are used to determine the location of this difference. For example, in the word book, the letter "b" is pre-written by the teacher in a green square, and the student takes the letter inside the square from the cross-section letters. If the sounds in the pronunciation: other sounds are inserted between them (class, like Noyila), in this case the underlined green ... the letters are removed from the cut letters. The use of illustration in copies in teaching such correct writing, copying abstract thinking allows students who are not yet well developed to provide clarity, conscious perception through visual perception.

By working with a copy of a sentence, students are prepared to master the rules of spelling, such as writing the first word of the sentence in capital letters, capitalization of the words **Olapar, Popuk, Tashkent, Olim, Noila**. Children's attention should be focused on the spelling-related positions of the copy. To do this, the teacher must represent that position of the copy in green. The teacher draws a copy of one of the sentences on the board, saying that it is possible to write a sentence without knowing the writing, and asks students what the angled line represents and why the angled line is marked in green, thus drawing their attention to the capital letter of the sentence. and they understand where the spelling is in the word. He then explains that the names of cities, streets, rivers, villages, people's names, and surnames are written in capital letters, using the green angled line in the sentence. The dashed lines in the sentence mean that the words are written separately. Knowledge of these questions is asked over and over again in almost every lesson in the form of examples and structured sentences.

In this way, in the process of working with the "Alphabet" it is necessary not only to avoid everyday mistakes, but also to prepare the ground for further spelling work.

"Letter box", "Type cardboard", "Mysterious fabric", cut joints, word cards, copies of language events, meaningful pictures, subject pictures, technical means are used for successful organization of literacy lessons. . There must be a "letter box" to work as a team in the classroom, a syllable, a word, sometimes a sentence and practice reading with the letters learned. A simple cloth for the "letter box"

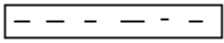
40 pockets are sewn into it. It should contain letters and letter combinations with 29 sound symbols, one punctuation mark and all punctuation marks. The printed form of the letter is pasted on each pocket in alphabetical order. There are 7-8 small and capital letters of this letter in the pocket. Cross letters are made in two different colors: vowel red, consonant blue.

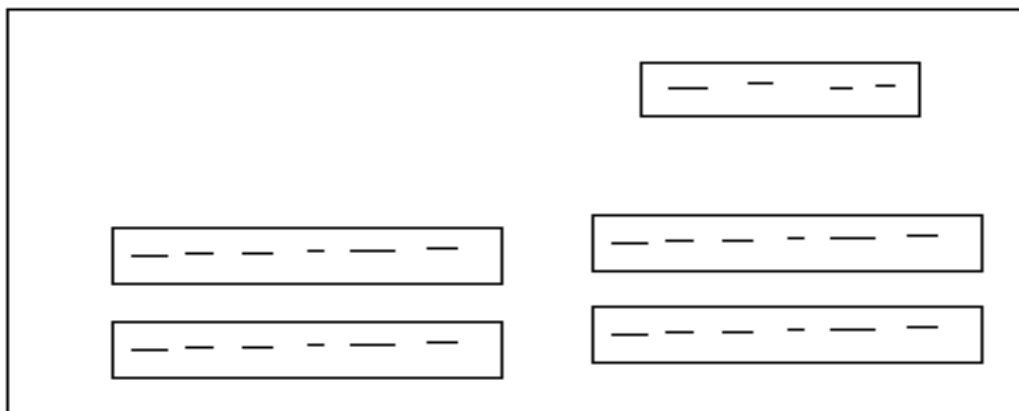
The cross letters are 8 cm high and 4 cm wide. Using cross letters, syllables, single-syllable words, and sometimes two-syllable words are formed. Various works are carried out on syllables and words formed by cross-letters, replacing one letter with another, or changing the letter, sometimes the position of the syllable, to form a new syllable or so. z is formed and taught, the meaning of the word is worked out: ber, ter, bo, ba, bu, bi, bo, oz, iz, uz, ez, oz, bor, or, ziyrak-zirak ...

Before a word is typed, it is composed in block letter, taught, and then typed. To make a typewriter cardboard, a cardboard 70 cm wide and 90 cm long is taken, which is placed in 10 places between 5 cardboard strips 4 cm wide and about 30 cm long. The bottom half of these tapes is glued and glued to the cardboard in five rows. 40 open postcards are glued to the right, left and bottom sides of the cardboard. Cross letters and punctuation marks are placed in envelopes so that part of them is visible. It is used in word and sentence construction.

To make the "mystery cloth", a meter of cotton is taken, and a thin board is placed on the top and bottom of the cloth and hung next to the table. The sand is glued to the back of the letter and the joint by sandpaper or glue. The grains of sand behind the letter and the joint stick to the fluffy feathers, and the letter, bo. Instead of a mysterious fabric, you can use a "magnetic board" made of tin. In this case, a magnetic strip is attached to the back of the letter cardboard.

When introducing students to a new sound and letter, a model is made of cardboard as follows.

Points (  ) place to be attached to pockets.



These pockets are:

1-pocket mirror or for a meaningful picture made by hand, adapted to the picture on the page "Alphabet".

2- pocket for a sentence separated from the story based on the picture.

From the 3rd pocket sentence for the word involving the sound-letter introduced in this lesson.

4- pocket for joint-sound analysis.

Pocket 5 to put the letter under study.

This layout is used to teach 29 sounds and letters.

In joint-sound analysis, red and blue squares are prepared to represent sounds. The syllable clock is of great importance in teaching the abacus students to read the syllables.

### Conclusion

Handouts written for the alphabet are also a handy educational tool in teaching students to read.

As a result of the copy and working on the cross-syllable, students are brought up to students, and the "syllabus" is a subject of literary responsibility. First, the basis of training children is to read. If the child can be a syllable, it is in the world only if the syllable can feel the end. Inside. Second, the words are also taken on a syllable basis in teaching the information to write properly (children are indifferently individually.) Thirdly, reader soo. If z can be a syllable, the Uzbek language syllables begin to understand the difference, which is not removed later in the second storage of the other side of the other way. He quickly finds the rule. Not all of the above relating to spelling, and incisional syllables are important in the minds of students.

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